Component #1: Needs, Goals & Objectives

Expressing Feelings Appropriately

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

**Needs Assessment**:

* **Data Sources:** school discipline reports, intervention data reports (RTI), student surveys, IEP’s
* **Other Sources:** teacher consultation or referral along with observations

**Analysis/Evaluation of needs**: The program designer will prioritize needs expressed in the data sources and surveys to determine their importance in relation to the programs goals.

* Discipline reports will be reviewed. Those students with a persistent root cause seemingly tied to inexpression of feelings will be used for continued exploration and as possible candidates for the program.
* Intervention data reports will be reviewed to reveal patterns of inexpression in academic achievement/failure.
* Each student survey will be administered to determine students overall value and confidence in expression. Those surveys on the low end of the scale will be prioritized (tallied) by subpopulations in order to determine the group to be targeted.
* IEP’s will be reviewed to reveal instances and issues with inexpression.
* Teacher referrals will be seriously considered as to students exhibiting and suffering from inexpression. These referrals will be followed up with observations of students in the classroom and other settings.

**Population**: This group is for 4 to 6 students in 3rd grade who exhibit behavioral, social and academic issues related to the inability to express feelings.

**Screening**:

* The first step in screening would be to have the 3rd grade teachers pull discipline and RTI reports for children with persisting issues in these areas or students that they feel might need guidance in expressing their feelings.
* Students in grade 2-4 will receive survey to complete the 7th week of each 9-week grading period. The questionnaire will consist of ten I-Statements in which the student will need to decide if they personally exhibit these stances (0) Almost Never (1) Sometimes (2) Often (3) Almost Always. There will also be a column in which the student chooses if they need help in this area or not (Yes/No). They will be administered in the classroom by the teacher. All students in these grades will be given the survey. They will have as long as needed within the school day to finish the questionnaire. The teacher will describe in detail how the survey is to be completed. The students may ask for assistance in reading the material.
* After analyzing and prioritizing the results of data and surveys, the counselor will then set up interviews with potential group members to determine their fit for the program.
* The counselor will also look at IEP’s when placing students to make sure there are no needs that would inhibit the groups success.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

**Group Goal**: Appropriately and effectively express emotions and feelings verbally and nonverbally as it relates to academic and social situations.

3)  Student develops **two** measurable objectives for **session #1** of the structured group program that supports the established goal (**one** school counseling content and When given a chart, the student will identify and label how specific situations make them feel and create a graph representing that information. **one** mathematics content).

**Mathematics Objective**: When given a chart, the student will identify and label how specific situations make them feel and create a graph representing that information.

* TEKS 111.15 (b)(13) - Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

**Counseling Objective**: Given a present, real-life situation, the student will be able to recognize their feelings using an emotions chart and express them verbally or nonverbally through role-play four out of five times.

* ASCA PS:A1.5 – Identify and express feelings.
* ASCA PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.

4)  Student develops **two** measurable objectives for **session #2** of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

**Language Arts Objective:** When given a story, the student will be able to express their ideas and feelings as if they were the character by writing three alternative responses to the situation.

* TEKS 110.14 b (18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
* **Counseling Objective:** Counseling Objective: When given a situation that requires a positive or negative emotional response, the student will be able to effectively communicate his/her feelings about the situation using an I-Statement four out of five times.
* ASCA PS:A2.6 – Use effective communication skills.
* ASCA PS:A1.6 – Distinguish between appropriate and inappropriate behavior.
* ASCA PS:A1.9 – Demonstrate cooperative behavior in groups.

5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

Programming in the school is very important to the success, growth, and development of a school. In order for stakeholders to be invested in and supportive of these programs, they must be data-driven and needs-based. This ensures that accountability and effectiveness are maintained. Needs assessments help leaders recognize the needs of the subpopulations they are serving as well as the factors that guide the development and retention of the program.

Component #2: Research- Supported and Standards-Based Content

**Session 1**

1)  Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title**: How Do I Feel?

**Summary of Session:**This session focuses on introducing and defining emotions through discussion and role-play. Students will normalize their feelings about being in the group by identifying and role-playing these initial feelings. The students will then identify their emotions in a variety of situations using a chart. They will be able to recognize the frequency of each emotion using a graph. This graph will be used to explore the role these emotions play on their lives and the importance of identifying them.

**Theoretical Orientation**: The expression of feelings appropriately or inappropriately falls under the category of social skills. Erford states that social skills training should "focus on training children in nonverbal and verbal skills that will assist them in using more pro-social and appropriate behaviors and also in recognizing the impact of their behavior on other” (2010, p. 255). The Social Cognitive Theory, as well as the Social Learning Theory will guide our session structure to produce an environment that will display the social skills needing attention based on the belief that "social cognitive theory accords a central role to cognitive, vicarious, self-reflective, and self-regulatory processes" (Bandura, 1981, p. 1175).

**Specific Group Technique**: Social skills training**.** Research often reveals that social skills are fostered and hindered by peer relationships (Sim et al., 2006 ) so the session will start by developing a sense of trust and safety promoting relational cohesion.

**Structure**: The psychoeducational group will meet in the counseling office for 6 sessions. They will meet once a week for 40 minutes during the sustained silent reading block in the 3rd grade schedule (1:00 – 1:40). This group is closed and will be offered every semester.

**Materials/Media**: For each student: blank math charts, blank math graphs, emotion chart, pens/markers and personal journals.

**Core ASCA Standards**:

* PS:A1.5 – Identify and express feelings
* PS:A2.7 – Know that communication involves speaking, listening and nonverbal behavior.

**Core State Academic Standard:**

* Math TEKS 111.15 (b)(13) - Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

**Objectives**:

* **Mathematics Objective**: When given a chart, the student will identify and label how specific situations make them feel and create a graph representing that information.
* **Counseling Objective**: Given a present, real-life situation, the student will be able to recognize their feelings using an emotions chart and express them verbally or nonverbally through role-play four out of five times.

**Assessments**:

* Pre-post test measures given at the end and beginning of the session. See attachment. (can give pre and post test for each session or for the entire program)
* The charts and graphs will be used, as well as the verbal discussion and feedback about these items, to measure the student’s ability to identify emotions and feelings and their root causes.
* The counselor will mentally assess if students can effectively express their emotions verbally and nonverbally through role-play four out of five times.

**Procedures/Instructional Strategy:**

Pre-Instructional:

* Start the group going over the guidelines for the group highlighting on the importance of confidentiality. Make sure the students know their right to privacy and their opinions as well as their responsibility in keeping information confident.
* Let the group know the format, length and goal of the group.
* Allow the students to make rules they think will be effective for the group.

Opening:

* The counselor will talk about the gift of emotion and what a powerful tool it can be. Give each student an emotion chart (see attachment) and will explain the strategy of using this chart to identify feelings and emotions.
* The counselor will normalize role feelings and emotions play by asking everyone to identify the emotion they feel about being in the group. Talk about the importance of feelings and emotions and the power of sharing them.
* Make sure the students know that not only can they show their emotions in their facial expressions but in their body language as well. "Pretend that you want us all to know how you feel about being here but you don't want to tell us with your words."
* Have the students role-play nonverbal responses and expressions of their emotions and have other students “guess” what emotion each group member is displaying. (It might be of benefit to choose a few other emotions not represented to role-play).
* After displaying emotions physically, allow the group to talk with the person beside them about their emotion. Highlight the importance of listening and speaking in communicating.

Working:

* The counselor will have created a blank chart (see attachment) for each student with a variety of topics or scenarios (playing at the playground, doing fractions, speaking in front of the class, playing a sport, forget your homework, make a B, sibling beats you at something, teacher calls on you to answer, have nothing to do, etc.) labeled along the y-axis. Along the x-axis will be the emotions displayed on the emotions chart.
* The counselor will ask the students to fill out the chart and check each emotion they feel when they are in each situation. Discuss and ask questions about responses.
* After the charts have been filled out the counselor will explain and direct the students in creating a graph that displays the occurrence of each emotion or feeling (bar, pictorial, pie, etc). Discuss and ask questions.
* Have the students choose 5 situations that they want to use to practice expressing these emotions. Have them role-play, as practiced earlier, how they would verbally or nonverbally express these feelings in front of the group.

Processing:

* This will allow the counselor to facilitate discussion on the importance of identifying emotions and feelings. “How could knowing our feelings help us in academics? In our relationships? In our life?
* Facilitate a group discussion about how they could handle or change these feelings in order to achieve a better outcome. “What do you usually do when you feel this way? How could you react differently when you feel this way?”
* List their ideas on the board and discuss the benefits of each. (telling the teacher or another peer your feelings and asking them for help).
* Explain that we will focus more on this next week.

Closing:

At the end of the session have the students once again choose an emotion from their emotions chart to represent how they are feeling now compared to how they felt at the beginning of the session. Let them know that it is ok if they still feel the same or if they feel worse/better. Explain that the important thing is that they are aware of how they are feeling and can express it. Inform them that next week they will be focusing on how these feelings affect what they do and how we can learn to respond appropriately. Explain and give homework before leaving.

**Homework/Ownwork:** Have them write/draw about the session. The emotions and feelings they had when it started and how it changed or didn't change over the course of the session. They also need to write about the activities and how each one made them feel.

**Session 2**

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title**: How My Feelings Affect My Actions

**Summary**: The students will review last weeks activities and homework. They will listen to a story and identify the feelings and emotions of the main character. They will then be asked to put themselves in that situation and think of different ways to respond. They must write three alternative responses to the situation. The counselor will introduce I-Statements as an appropriate means of expressing emotion and have the students role-play this strategy.

**Theoretical Orientation**: Social Learning/Cognitive Theory (Bandura, 1981). A lack of social skills often results in inappropriate social behavior. Therefore, research has demonstrated how social skills groups can be effective in improving social behaviors and skills in at-risk students (Sim, et. al, 2006). A child's ability to control their emotion effects their social competence and relationships. The inability to control these emotions sometimes lead to adjustment difficulties or behavior problems (Wilson, et. al, 2012).

**Specific Group Technique**: Social skills and I-Statements - “The purpose of an I-statements is to use descriptive feedback to empower students and encourage them to explore their choices” (Erford, 2010, p. 52).

**Structure**: The psychoeducational group will meet in the counseling office for 6 sessions. They will meet once a week for 40 minutes during the sustained silent reading block in the 3rd grade schedule (1:00 – 1:40). This group is closed and will be offered every semester.

**Materials/Media:** Patricia Polacco book, sentence strips, I-statement sentence stems.

**Core ASCA Standards**:

* PS:A2.6 – Use effective communication skills.
* PS:A1.6 – Distinguish between appropriate and inappropriate behavior.
* PS:A1.9 – Demonstrate cooperative behavior in groups.

**Core State Academic Standards**:

* TEKS 110.14 (b)(18) - Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

**Objectives**:

* Language Arts Objective: When given a story, the student will be able to express their ideas and feelings as if they were the character by writing three alternative responses to the situation.
* Counseling Objective: When given a situation that requires a positive or negative emotional response, the student will be able to effectively communicate his/her feelings about the situation using an I-Statement four out of five times.

**Assessments**:

* Pre-post test measures given at the end and beginning of the session.
* The counselor will use the alternative responses the student writes about the story to assess their skills in identifying emotions and appropriate ways to respond.
* The counselor will assess the student’s ability to express emotions appropriately through their use and role-play of I-Statements.

**Procedures/Instructional Strategy:**

Pre-Instructional: Go over agreed upon rules and confidentiality again.

Opening:

* Address any unfinished or unresolved issues from the previous week.
* Discuss emotion charts and if they changed the way they handled situations the previous week.
* Discuss homework and journal entries.
* Read a book by Patricia Polacco
* Discuss the story and have students identify the emotions and feelings expressed by the character using the emotions chart. Have the students discuss these responses as appropriate or not.

Working:

* The students will then be asked to put themselves in a situation the main character was in from the book. They will write three alternative responses they would do in that situation.
* Facilitate a discussion for each situation to describe alternate ways to respond. This would be the time to introduce I-Statements to the group. The counselor will describe an I-statement with the sentence stem "When you \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I felt/feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. or It makes me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Erford, 2010, p. 52-53).
* Then the counselor may model the use of the I-Statement. She will call one of the group members up to role-play the same situation. Instead of the reaction given by the students she would model using an I-statement. "Tommy, when you threw popcorn at me at lunch I felt very upset. I wanted to throw it back at you and say mean things."
* To practice expressing feelings and emotions using I-statements give each group a different situation. (A stolen pencil, told someone else they weren't your friend, threw popcorn at you at lunch and called you a name.)
* Give them a few minutes to practice then call on a group to come in front of the group to act out their situation. Make sure to let them know before the activity that they will be getting in front of the group to prepare themselves.
* As the students perform, make sure to demonstrate active listening and encouragement by supporting them.

Processing:

* When they are finished ask the other students if they think the partner reacted in the right or the wrong way. Have them ask the “actors” questions.
* Ask the students what they thought about that situation. Did it turn out better? Could Tommy say an I-statement in return?
* How could you use these I-statements with your friends? Parents?

Closing: At the end of the session have the students once again choose an emotion from their emotions chart to represent how they are feeling now compared to how they felt at the beginning of the session. Let them know that it is ok if they still feel the same or if they feel worse/better. Explain that the important thing is that they are aware of how they are feeling and can express it. Have them discuss how they can identify their feelings in situations and use their I-statements to create better responses this week. Assign homework.

**Homework/Ownwork**: Have the students use an I-statement with at least two people (in a real situation or a role-play situation). Have they write down what happened and how they responded with their I-statement in their personal journals.

3)  Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

Component #3: Ethical, Legal, Multicultural

1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

It is important that the counselor remembers that the right of a minor child belongs to the parent or guardian while the ethical rights belong to the child. Considering the group situation in which there are multiple others involved in the counseling process, many parents/guardians might like to know what is going on. It is critical that the counselor remembers that If desired, and when appropriate, the counselor may give information about the child to a parent/guardian but should never give information about another child in the group. Parents should also be very aware of the confidentiality rights and responsibilities of every person involved. This could be done through a letter and consent form sent to the parents/guardians of each student involved.

2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

See attached Parent Informed Consent

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

The counselor starts the session with the Decorating My Bag activity because this allows the counselor to learn as much as possible about the student from their frame of reference. Not only some basic qualities and characteristics but also how each student sees and handles themselves. This allows the counselor to interpret behaviors based on the personal contextual factors of each child rather than based on a stereotype or an assumption. This activity is structured so that the students feel comfortable and safe in sharing their personal lives. They are not required or forced to share anything and can do so in a way that feels comfortable to them: in their own time.

The counselor in this process must be very aware of the cultural influences playing a role in this topic. Since this group could possibly be a mixture of many cultures and backgrounds, this factor should be explored when necessary. How a child expresses, or does not express emotion is influenced heavily by the culture and background they are raised in. Some cultures feel that people are independent and autonomous and should deal with their emotion in an internal way while other cultures encourage interdependence and express emotions in a social, interrelated way. This is also true of the types of emotions to be shared. Some cultures and religions might feel that it is acceptable to express certain emotions while others should not be expressed. (Wilson, et. al, 2012). The expectations, examples and climate one grows up in is heavily influential in the way one expresses emotion and the counselor must take all of these things into consideration and be prepared to address these differences when necessary in the session.

The counselor should also be prepared to discuss and explore how environmental factors affect student’s emotions and the way they express these feelings.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

All parents are made aware of this program (small group counseling) at the beginning of the year meetings (school-wide and parent/teacher). Letters are also sent home with each child describing the program and listing examples of small-group counseling sessions so that parents are aware of what is available to them should they feel their child would benefit from this opportunity.

Students are selected based on observations of teachers and other people in that students life. The group is not selected based on any subpopulation status. Groups are created only with the appropriateness of each students fit for the group based on the groups purpose. In the interview process is structured in a way to assess personal background information and cultural implications related to the group purpose to ensure appropriate placement and understanding of the individual before being placed in the group.

The consent form/letter will be distributed in the language spoken in the home so that the parents/guardians are aware of the placement of their child in a group. This letter will give a brief description of the group including the times, dates and length of the program and contact information for the person in charge of the program. This letter will also define their responsibility in confidentiality and ask for their signed agreement.

It is also important to inform students and parents of the termination. This group will terminate together but it is possible that the counselor may request follow-up for individuals or refer a student for additional support: one-on-one counseling in or out of the school setting.

Component #4: Program Evaluation

1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Pre-post measures test given at the beginning and end of Session 1 (see attachment Pre-Post Measure Session 1)

After participation in the group, I would also follow-up with teachers to check for improvement on school discipline reports, counseling referral forms, intervention data and behavior/participation in class and with peers.

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Pre-post measures test given at the beginning and end of Session 2 (see attachment Pre-Post Measure Session 2)

After participation in the group, I would also follow-up with teachers to check for improvement on school discipline reports, counseling referral forms, intervention data and behavior/participation in class and with peers.

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

It is very important to assess and evaluate a program in school counseling because stakeholders will not support programs that are not successful and beneficial for the students. Data-driven, tangible evidence of program success will ensure continued support of these types of programs. These programs often take time away from class and school activities/instruction and therefore must prove to be effective to justify this extra time, money and effort.

Component #5: Scholarly Writing

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

Bandura, A. (1989). Human Agency in Social Cognitive Theory. *American Psychologist Association, Inc., 44(9)*, 1175-1184.

Erford, B. T. (2010). *Group Work in the Schools*. Pearson (ISBN: 0135034825).

Sim, L., Whiteside, S. P., Dittner, C. A., & Mellon, M. (2006). Effectiveness of a Social Skills Training Program with School Age Children: Transition to the Clinical Setting. *Journal of Children Family Studies, 15*, 409-418. doi: 10.1007/s10826-006-9049-6

Wilson, S. L., Raval, V.V., Salvina, J., Raval, P. H., Panchal, I. N. (2012). Emotional Expression and Control in School-Age Children in India and the United States. *Merrill-Palmer Quarterly, 58(1)*, 50-76.